

4 month reporting date 5/05/06
8month reporting date 9/05/06
12 month completion date 1/05/07

Aberdeen School District Improvement/Progress Report Form

Principle 3: Appropriate Evaluation

4 month reporting date 5/05/06
8month reporting date 9/05/06
12 month completion date 1/05/07

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:25:04. Evaluation procedures: School districts shall ensure, at a minimum, that evaluation procedures include the following: A variety of assessment tools and strategies are used to gather relevant functional and development information about the child, including information provided by the parents, that may assist in determining whether the child is a child with a disability; and the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.

ARSD 24:05:22:03. Certified child. A certified child is a child in need of special education or special education and related services who has received a multidisciplinary evaluation and has an individual education program formulated and approved by a local placement committee. Documentation supporting a child's disabling condition as defined by Part B of the Individuals with Disabilities Education Act must be maintained by the school district for verification of its annual federal child count. This definition applies to all eligible children ages 3 to 21, inclusive, and to only those children under the age of 3 who are in need of prolonged assistance.

Through file review the monitoring team determined the district does not consistently conduct a comprehensive evaluation, including functional, sufficient to determine eligibility. As a result, students identified on the child count as a certified child in need of special education or special education and related services do not have the evaluations to support the disability category. The monitoring team determined six such cases through the file review process.

Student 1: Student identified on 2004 child count under the disability category 505 does not have the student's evaluation results for behavior tests summarized in the report. Therefore there is no data in the file to support the disability category.

Student 2: Student identified on 2004 child count under the disability category 525. The ability and achievement scores do not support the disability category of 525. The student needed a critical score of 72 in the achievement scores to be eligible under this category but the student's achievement scores were above the critical score. The psycho-educational report also stated the student did not qualify under this category.

Student 3: Student identified on 2004 child count under the disability category 510. This student's achievement and adaptive scores do not support the category of 510 nor does the student's IEP reflect the educational needs of a student under this category. The student's one and only goal relates to adding, subtracting, multiplying and dividing fractions with like denominators.

Student 4: Student identified on 2004 child count under the disability category 555. According to the 11/2005 multidisciplinary team report the student is eligible under 505. This student's behavioral scores do not support either disability category. According to the psycho-educational report the Conners scores were in the average range at school and borderline significant at home for attention. The BASC scores were within the average range for school and were at risk at home. The functional information states student is "pleasant to have in class but has a hard time turning in assignments." "...behaviors are typically age-appropriate, but occasionally demonstrate inappropriate behaviors. This is usually seen...in the hallway between classes when student engages in pushing or talking loudly with other students."

Student 5: Student identified on 2004 child count under the disability category 525. This student's multidisciplinary team used the override procedure in March 2005 using the evaluation scores of 2002 and determined the student was eligible under the 525 category. In May of 2005 additional evaluations were administered in area of behavior even through the March 2005 IEP indicates behavior does not impede learning. The team met in May and determined the student was eligible for special education services under the category 555 but there is no evidence the team determined if the evaluation results impacted the current IEP.

Student 6: Student was identified on 2004 child count under the disability category 505. This student was evaluated in 11/15/03 in the areas of ability and achievement only. These evaluations are not sufficiently comprehensive to support the disability category 505.

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.
 The district will report on annual child count only those students certified as a child in need of special education or special education and related services

1. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**
 The district will ensure all evaluations are sufficiently comprehensive to support the student's disability category.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will report on the annual child count only those students who have a disabling condition, are eligible for special education under the SD eligibility guidelines, and are in need of special education in order to process in the general curriculum. What data will be given to SEP to verify this objective? The district will consider reevaluation for the above mentioned students, following all procedural safeguards and the evaluation process to determine if the students qualify for special education or special education and related services. The district will then report the following for each of the six students:</p> <ol style="list-style-type: none"> 1) Date the multidisciplinary team met to review evaluation results and determine eligibility 2) What category the student was eligible for according to SD guidelines and 3) A summary of evaluation results supporting the disability category. 	5/1/06	Special Education Director and Staff	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

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<p>2. What will the district do to improve? The district will complete a comprehensive evaluation prior to determining a student is eligible for special education or special education and related services.</p> <p>What data will be given to SEP to verify this objective? The district will review 100% of the files during each reporting period which required evaluation or reevaluation and will report the following:</p> <ul style="list-style-type: none"> a) The number of files reviewed b) The number of files in which the student was evaluated/reevaluated in all areas of suspected disability according to the SD eligibility guide and met the eligibility SD guideline criteria 	5/1/06	Special Education Director and Staff	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			
<p>3. What will the district do to improve? The district will form an evaluation committee to study and adopt new evaluations to add to the comprehensive evaluation process.</p> <p>What data will be given to SEP to verify this objective? The district will report on the dates the committee has met and what evaluations have been adopted as an option to administer to students.</p>	5/1/06	Special Education Director and Staff	
Please explain the data (4 month)			
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Principle 3: Appropriate Evaluation

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:24.01:31. IEP team override. If the IEP team determines that a student is eligible for special education or special education and related services because the student has a disability and needs special education even though the student does not meet specific requirements in this chapter, the IEP team must include documentation in the record as follows: (1) The record must contain documents that explain why the standards and procedures that are used with the majority of students resulted in invalid findings for this student; (2) The record must indicate what objective data were used to conclude that the student has a disability and is in need of special education. These data may include test scores, work products, self-reports, teacher comments, previous tests, observational data, and other developmental data; (3) Since the eligibility decision is based on a synthesis of multiple data and not all data are equally valid, the team must indicate which data had the greatest relative importance for the eligibility decision; and (4) The IEP team override decision must include a sign-off by the IEP team members agreeing to the override decision. If one or more IEP team members disagree with the override decision, the record must include a statement of why they disagree signed by those members.

Through file review the monitoring team determined the district does not follow the override procedures when determining eligibility. The override committees did not consistently invalidate the test results as part of the procedures. Sometimes the override procedure was used due to the lack of a comprehensive evaluation during the most recent evaluation process and/or previous evaluations. Twelve of twelve override files reviewed resulted in students not meeting the eligibility criteria even when the override procedure was implemented.

Student 1: Student identified on 2004 child count under the disability category 555. Documentation states student was referred for auditory processing evaluation in 2002. The auditory processing evaluation report states a comprehensive assessment was not completed but the testing completed indicates the student was well in the normal range. Even if the student has auditory processing difficulties it does not support a 555 disability category as it is not a medical condition. The override states “the test results are valid however student has difficulty with tests, organization... short term memory and hearing loss.”

Student 2: Student identified on 2004 child count under the disability category 555. This student was not eligible for special education services under either 525 or 510 disability category as evaluation results did not support either category. Feb. 7, 2005 conference notes recommend “override”. But there was no override documentation found in the student file. According to the Jan. 05 prior notice permission to evaluate and in the psycho-educational report there is no evidence the team evaluated in the area of 555.

Student 3: Student identified on 2004 child count under the disability category 525. The eligibility team implemented the override procedure to determine Sept. 2005 eligibility by bringing forth 2002 evaluation results. In 2002 the student’s eligibility team had used the override procedure to determine eligibility because the scores did not support a disability category.

Student 4: In 2002 the evaluation process was not sufficiently comprehensive to support the disability category of 510 (no adaptive/social evaluations were administered or reported). The student was found to be eligible through override procedures. The student was placed on the 2004 child count again under the category of 510. The student file continues to lack appropriate evaluation documentation to support the potential disability of 510.

Student 5: Student identified on 2004 child count under the disability category 525. The placement committee did not sufficiently invalidate September 2004 evaluation results through the override procedures.

Student 6: Student identified on 2004 child count under the disability category 525. The placement committee did not sufficiently invalidate April 2003 evaluation results through the override procedures.

Student 7: Student’s current evaluation results (1/04/05) do not support the category 525 and the override procedure used by the multidisciplinary team does not sufficiently invalidate the test results.

Student 8: Student identified on 2004 child count under the disability category 525. The 11/08/03 placement committee did not sufficiently invalidate October 2003 evaluation results through the override procedures.

Student 9: Student identified on 2004 child count under the disability category 525. The 4/14/05 placement committee did not sufficiently invalidate evaluation results through the override procedures.

Student 10: Student identified on 2004 child count under the disability category 525. The 5/7/03 placement committee did not sufficiently invalidate April 2003 evaluation results through the override procedures.

Student 11: Student identified on 2004 child count under the disability category 525. The 3/26/04 placement committee did not sufficiently invalidate April 2003 evaluation results through the override procedures.

Student 12: Student identified on 2004 child count under the disability category 525. The 4/30/03 placement committee did not sufficiently invalidate April 2003 evaluation results through the override procedures.

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Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.
 The district will report on annual child count only those students certified as a child in need of special education or special education and related services

2. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**
 The district will ensure if the IEP team determines that a student is eligible for special education or special education and related services because the student has a disability and needs special education even though the student does not meet specific requirements in this chapter, the IEP team must sufficiently address the entire override procedure.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will ensure that all students who are determined to be eligible under the SD eligibility guidelines through the override procedure will consistently have documented the reason why testing was determined invalid and objective data used to determine the student is eligible for services.</p> <p>What data will be given to SEP to verify this objective? The district will review the files of all students placed into special education through the override provision. The district will determine necessary action for each override reviewed. For each of the students the district has used the override procedure the district will then report the following:</p> <ul style="list-style-type: none"> a) A summary of the action taken for each student b) A copy of each student's override document or eligibility document c) The special education director will keep a current list of all students who are determined eligible under the override provision 	5/1/06	Special Education Director and Staff	

Please explain the data (4 month)

Please explain the data (8 month)

Please explain the data (12 month)

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<p>2. What will the district do to improve? The district will provide training of all district special education staff regarding the override procedure.</p> <p>What data will be given to SEP to verify this objective? The district will report the following:</p> <ul style="list-style-type: none"> a) Date/s the training were completed b) Assurance that all special education staff participated c) Name of the trainer 	<p>5/1/06</p>	<p>Special Education Director and Staff</p>	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

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Principle 5: Individualized Education Program

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:27:01.03. Content of individualized education program Each student's individualized education program shall include:(1) A statement of the student's present levels of educational performance, including a statement of measurable annual goals, including benchmarks or short-term objectives, related to meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum.

Through a review of 95 student records, the monitoring team determined present levels of performance did not consistently contain specific skills that addressed the student's strengths and needs that linked to functional evaluation. Annual goals did not consistently specify skills the student could reasonably accomplish within a 12 month period. For example, goals which state "...will learn and apply study skills for successful class performance", "...will achieve the highest functioning level of fine motor skills", "will use self-advocacy and coping skill when frustrated by tests or assignments in 4 out of 5 observed opportunities" or "when presented with an assignment, student will develop and improve basic reading skills with 85% accuracy in 4 of 5 trials".

ARSD 24:05:27:01.03. Content of individualized education program

Each student's individualized education program shall include: An explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular class and in activities described in this section.

Through a review of 95 student records, the monitoring team determined the justification for placement did not consistently include an explanation of the extent to which the student will not participate with non-disabled peers in the general classroom. For example, the justification statement for a student who goes to the resource room for 14.5 hours per week minutes states, "General education with modifications rejected. Student in not getting his/her needs met or experiencing success. Resource Room Placement accepted. Student needs step by step instruction at his/her level." and "Resource Room Accepted; can meet goals in this setting" do not explain the extent the student will not participate with non-disabled students.

24:05:27:01.03. Content of individualized education program. Each student's individualized education program shall include: A statement of the special education and related services and supplementary aids and services to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided for the student:

Through a review of 95 student files configuration of services did not consistently describe the special education and related services and supplementary aids and services to be provided to the student. "12.5 hours in the resource room" does not state what specific services will be provided and for what length of time per day or what specific services will be provided.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

[The district will ensure IEPs contain all required content.](#)

4 month reporting date 5/05/06
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3. Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**
 The district's IEPs will contain all required content, including specific skills based strengths and needs on present level of performance which link to goals and objectives, a descriptive configuration of services and justification statements that explain why the student's needs cannot be met in the general classroom, the IEP team must sufficiently address the entire IEP content procedure.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
<p>1. What will the district do to improve? The district will provide training to all special education staff regarding IEP content including:</p> <p>a)the development process of writing observable and measurable goals that can be met within the annual target date and which link to the skill specific strengths and needs identified on the present level of performance which link to functional evaluation</p> <p>b)writing justification statements which address the extent to which a student will not be participating in the general classroom and why their needs cannot be met in the general classroom</p> <p>c) describing the configuration of services the student will be receiving</p> <p>What data will be given to SEP to verify this objective? The district will report the following:</p> <p>A) Date the training/s were completed B) Assurance that all special education staff participated C) Name of the trainer</p>	4/1/06	Special Education Director and Staff	
Please explain the data (4 month)			
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Please explain the data (12 month)			

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<p>2. What will the district do to improve? The district's IEPs will contain all required content, including specific skills based strengths and needs on present level of performance which link to goals and objectives. What data will be given to SEP to verify this objective? The district will review 100% files of IEPs conducted during each reporting period and report the following:</p> <ol style="list-style-type: none"> 1) The number of files in which the IEP contained specific skill based strengths and needs on present level of performance that link directly to the goals/objectives and the number of files reviewed 	10/01/06	Special Education Director and Staff	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			
<p>3. What will the district do to improve? The district's IEPs will contain all required content, including a descriptive configuration of services What data will be given to SEP to verify this objective? The district will review 100% files of IEPs conducted during each reporting period and report the following:</p> <ol style="list-style-type: none"> 1) The number of files in which the IEP reflected a specific description of the services provided (configuration of services) and the number of files reviewed. 	10/01/06	Special Education Director and Staff	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

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<p>4. What will the district do to improve? The district's IEPs will contain all required content, including justification statements that explain why the student's needs cannot be met in the general classroom.</p> <p>What data will be given to SEP to verify this objective? The district will review 100% files of IEPs conducted during each reporting period and report the following: 1) The number of files in which the IEP justification statements clearly describes why the student's needs cannot be met in the general curriculum and the number of files reviewed.</p>	<p>10/01/06</p>	<p>Special Education Director and Staff</p>	
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			